

**THE USE OF GADGET ON STUDENTS' STUDY HABIT
IN ENGLISH LANGUAGE LEARNING
AT SMA AN-NAJIYAH SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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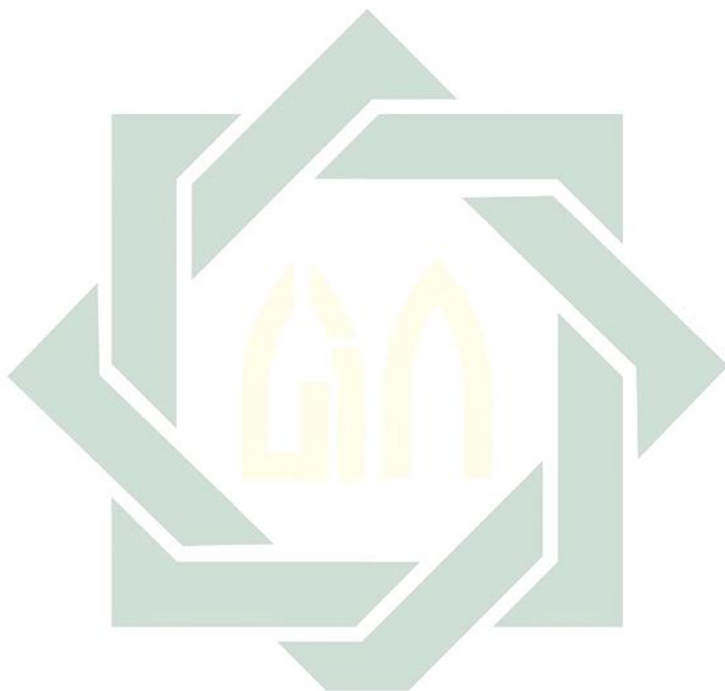
ABSTRACT

Lutfiani, Dian. (2018). *The Use of Gadget on Students' Study Habit in English Language Learning at SMA An-Najiyah Surabaya*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University Sunan Ampel Surabaya. Advisor: Dra. Hj. Arbaiyah YS, MA, and Rakhmawati, M.Pd.

Key words: *Gadget, Students' Study Habit, English Language Learning*

Study habit was a process that an individual gets suitable input to improve his knowledge. In globalization era like nowadays where science and technology are accelerating and the competition, especially in business and job seeking, force us to master more skills. One of the important skills to be mastered is language skill. Because of that reason, the researcher wants to conduct a study about the students' study habit in on gadget in language learning. This research aimed to identify the students' study habit in English language learning in using gadget and the effect of that at eleventh grade SMA An-Najiyah Surabaya. This research discussed two research questions; they are; how does the students using gadget in English learning? And does gadget affect the students' study habit at eleventh grade of SMA An-Najiyah Surabaya? This research used descriptive qualitative study approach. To collect the data, this research used interview. Based on the results of the study, the researcher found that there were some study habits in using gadget applied by some eleventh grade students in SMA An-Najiyah especially in English learning. The study habits can be concluded such as watching video in You-Tube, listening some song in music lyric, uploading picture and making some caption in Instagram, giving comment to their friends' post, and adding some vocabulary by reading the caption in someone post. There are some effect from the using of gadget on the students' study habit, they can learn and adding some vocabulary when they watch some video, or music lyric in the You-Tube, they learn about

pronunciation of word that they heard when they are playing the video, they can make story, or descriptive text, or recount text when the teacher giving instruction to them in the class, they can prepared they listening skill for their National Examination, because there will be listening section in the test.



ABSTRAK

Lutfiani, Dian. (2018). *The Use of Gadget on Students' Study Habit in English Language Learning at SMA An-Najiyah Surabaya*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Dra. Hj. Arbaiyah YS, MA, and Rakhmawati, M.Pd.

Key words: *Gadget, Students' Study Habit, English Language Learning*

Kebiasaan belajar adalah suatu proses dimana seorang individu mendapat masukan yang sesuai untuk meningkatkan ilmunya. Di era globalisasi seperti saat ini di mana sains dan teknologi semakin cepat dan persaingan, terutama dalam bisnis dan pencarian kerja, memaksa kita untuk menguasai lebih banyak keterampilan. Salah satu keterampilan penting yang harus dikuasai adalah keterampilan berbahasa. Karena alasan itu, peneliti ingin melakukan studi tentang kebiasaan belajar siswa di gadget dalam pembelajaran bahasa. Penelitian ini bertujuan untuk mengidentifikasi kebiasaan belajar siswa dalam pembelajaran bahasa Inggris menggunakan gadget dan pengaruh yang terjadi pada siswa kelas XI SMA An-Najiyah Surabaya. Penelitian ini membahas dua pertanyaan penelitian; mereka; bagaimana siswa menggunakan gadget dalam pembelajaran bahasa Inggris? Dan apakah gadget mempengaruhi kebiasaan belajar siswa di kelas XI SMA An-Najiyah Surabaya? Penelitian ini menggunakan pendekatan penelitian kualitatif deskriptif. Untuk mengumpulkan data, penelitian ini menggunakan wawancara. Berdasarkan hasil penelitian, peneliti menemukan bahwa ada beberapa kebiasaan belajar dalam menggunakan gadget yang diterapkan oleh beberapa siswa kelas XI di SMA An-Najiyah terutama dalam pembelajaran bahasa Inggris. Kebiasaan belajar dapat disimpulkan seperti menonton video di You-Tube, mendengarkan beberapa lagu dalam lirik musik, mengunggah gambar dan membuat beberapa caption di Instagram, memberikan komentar ke posting teman mereka, dan menambahkan beberapa kosakata dengan membaca caption

di postingan seseorang. Ada beberapa efek dari penggunaan gadget pada kebiasaan belajar siswa, mereka dapat belajar dan menambahkan beberapa kosakata ketika mereka menonton beberapa video, atau lirik musik di You-Tube, mereka belajar tentang pelafalan kata yang mereka dengar ketika mereka bermain video, mereka dapat membuat cerita, atau teks deskriptif, atau menceritakan teks ketika guru memberikan instruksi kepada mereka di kelas, mereka dapat mempersiapkan keterampilan mendengarkan mereka untuk Ujian Nasional mereka, karena akan ada bagian mendengarkan dalam ujian.

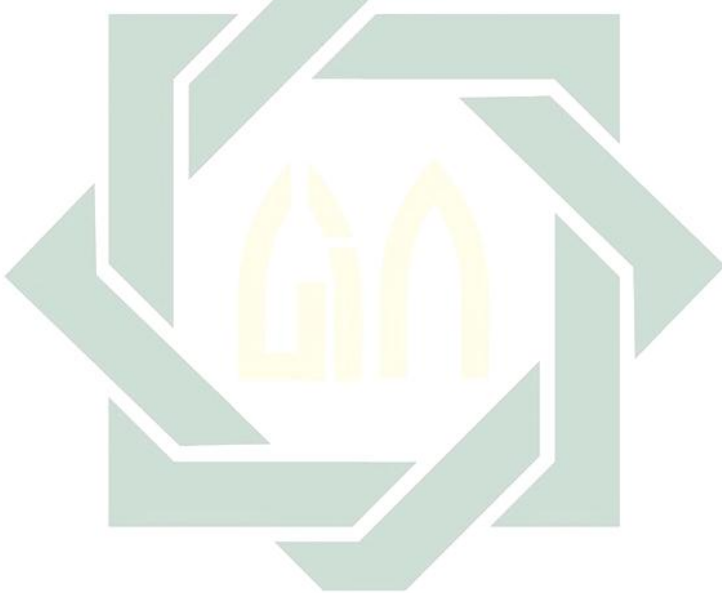


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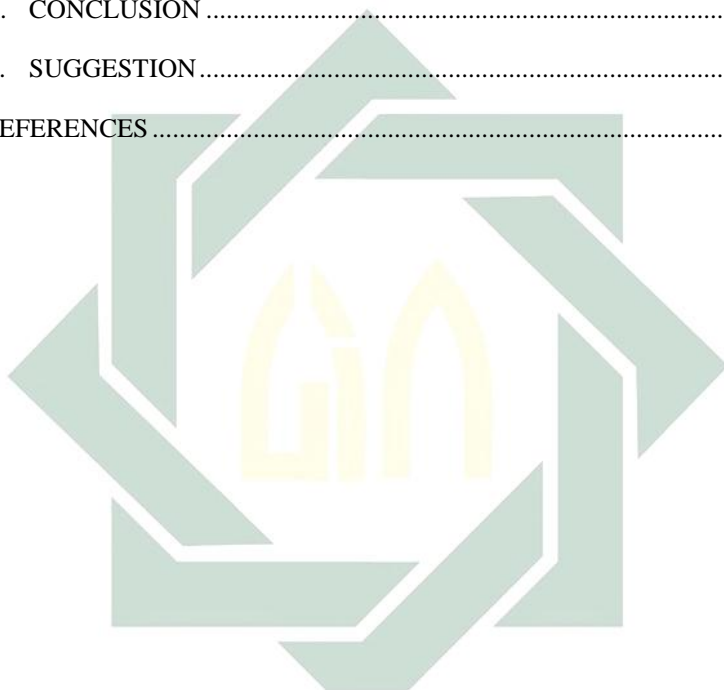
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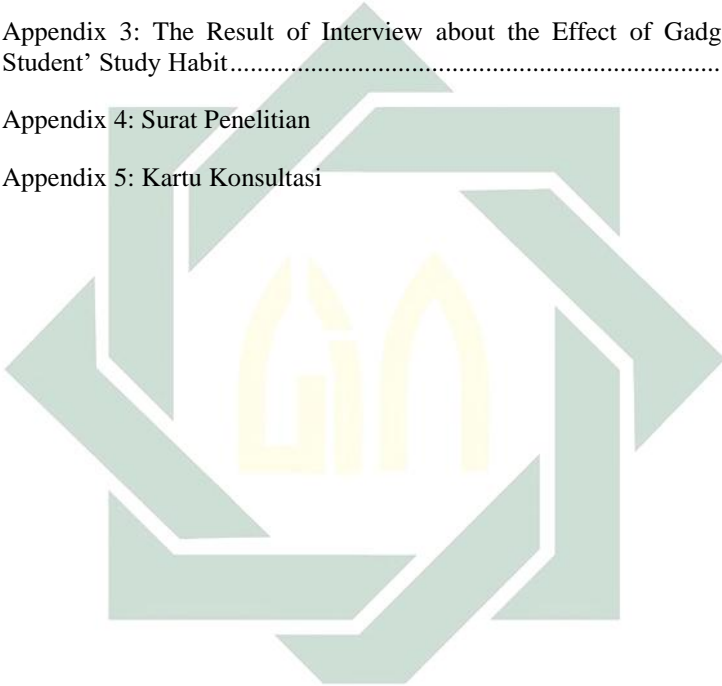
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CHAPTER I

INTRODUCTION

A. Research Background

Studying is a skill. Being successful in school requires a high level of study skills. Students must first learn these skills, practice them and develop effective study habits in order to be successful. Good study habits include many different skills: time management, self-discipline, concentration, memorization, organization, and effort. Studies pertaining to study habits and academic achievement of students have been compiled and presented hereunder. The most important factor along with others to be considered to enhance achievement motivation among students is their study habits.¹

Many people consider that English is very important in their life. English becomes a tool for International communication in transportation, commerce, banking, tourism, process technology, diplomacy and scientific research. English has become increasingly important as a medium through which people from a range and of culture can share their experiences and knowledge of globalization.² Therefore, mastering English is one of the important things in order to be able to survive in this modern era.

The development of science and technology influences all aspects of human life, including education. People understand the importance of education and it is believed that education is the best way to make the quality of Indonesian people better to follow the development of other countries. Here English is intensively used in international communication, in written as well as in spoken communication. In

¹ V. R. Santha Kumari - S. Chamundeswari. "Achievement Motivation, Study Habits and Academic Achievement of Students at the Secondary Level", *International Journal of Emerging Research in Management & Technology*, Volume-4, Issue-10, 2015.

² Galuh Nur Rhamah, *Facing the Complexities of Writing* :Malang: UIN-Malang Press, 2008)10.

addition, many books of science, technology, art and other published issues are written in English.

English is a foreign language for Indonesian students. In learning a foreign language, students should master the four skills of English, those are speaking, reading, writing and listening. So students not only should master communication in oral (speaking and listening) but also in written (writing and reading) form.

Learning language is a process which takes a long time. Learning language is like entering a new world.³ Learning English is the same thing. Many individuals who attempt to learn the language need to struggle at first, and sometimes some individuals give up before they become fluent and master the English itself. Some people feel difficult to learn English because is not the first language, the other reason that English the language features is different sentence structure from many other commonly spoken language. Actually every language will not be very difficult to learn if he or she learns it seriously and intensively, and English is too. It is easier to learn the language when someone can take their time and ensure that they are learning it correctly.⁴

Indonesian government realizes the importance of English. Now, all students in every level of school from Kinder Garden, Elementary School, Junior High School and Senior High School up to University are taught English. Even they are recommended to learn English through taking course or in informal institution. In fact the graduates from Senior High School are lack of ability to communicate English in both oral and written. Actually learning language is always possible to improve.

In globalization era like nowadays where science and technology are accelerating and the competition, especially in business and job seeking, force us to master more skills. One of the important skills to be mastered is language skill. As we know that English is considered as the most important language to be mastered among the languages, because English is an International language used to communicate with other people in the world. English is used in many aspects of human life such

³ Ibid., 24.

⁴ <http://englishsoftware.org/articles/tag/english-grammar-tools/>

as economic, social and culture. Moreover, English has very important role in education.

Indonesia is one of many countries who considered that English is very important in education aspect. So that, government places English as a compulsory subject and must be taught in the school start from Kinder Garden up to University. In the course of time, English becomes a compulsory subject in the school, not only at state school but also in many school who have Islamic orientation like SMA An-Najiyah Surabaya.

Teacher has an important role in students' achievement, because learners depend on their teacher, especially in learning English. As we know that English is not a part of Indonesian culture and naturally, the students often find some difficulties to have an interest in learning English. Finally, they depend on their teacher to develop their interest so that they might study English.

To get high achievement in both academic and non-academic fields, the hidden potentialities of students must be identified and developed. To achieve success in academics, the effective study habits are mandatory which can excel performance of students' in curricular transactions. Study habits are learning tendencies that enable students to work privately. Azikiwe describes the study habit as "the adopted way and manner a student plans his private readings, after classroom learning so as to attain mastery of the subject". According to her, "good study habits are good assets to learners because they (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and achievement leading to failure".

Based on the conversation I had with the some students of SMA An-Najiyah Surabaya, most of eleventh grade students of SMA An-Najiyah Surabaya using their digital dictionary, smartphone, laptop and other digital media to help them learning language. According to Paul Otellini, teenagers in the United States today live in a rapidly changing and overwhelming digital world. They have not known a time without Google searches, smartphone directions, text messages, hashtags, streamed music, and social media of all kinds. Technology that is

unthinkable a generation ago is at their constant command.⁵ In the present era the introduction of modern technological gadgets has captured the attention of global population. The dependency of people on these technological gadgets and services provided by these has reached at such level that, without these, they can't think a step forward in the direction of their growth.

No one can deny the importance of teaching and learning in the whole process of education. This process can only become successful when teachers fully know their subject matter and effectively communicate it to students and while students have a clear view of their abilities, have good study habits and are able to use effective study skills. Learning how to study involves putting away the habits and ideas which have made study unpleasant and burdensome, and talking on habits and ideas which make study more pleasant and fruitful. Why does one individual learn more quickly and thoroughly than other? The main reason for inefficiency in learning is ones carelessness and ineffective study habits. Study habits mean theme setting of subject to be learned or investigated, and the tendency of pupils or students to study when the opportunity is given. Effective and successful study consists of more than merely memorizing facts. It calls for knowing where and how to obtain important information and ability to make intelligent use of it. According to Crow & Crow the effective habits of study include plan/place, a definite time table and taking brief of well-organized notes.⁶ To study successfully a student must decide what information is important and then from opinions concerning it. All these things must be done to the best of his ability in the shortest possible span of time. Because, knowledge is very important to every person, hence it is wise to learn how to study in the most effective way. Experts are agreed that great success in the field of knowledge is attributed to good and consistent study habits. In other activity, skill and dedication are the key points for learning, how to learn. According to Azikiwe, study habits are the adopted way and manner, when a student plans his/her private readings, after classroom learning. So as to attain mastery of the subject. According to Azikiwe, good study

⁵ Otellini, P. (2012). "Teachers as World-Makers in the Digital Age" (2015). *Master of Education Program Theses*. Paper 95.

⁶ Crow, R.D. & Crow, A. (1992). *Educational psychology*. New York: American Book Press.

skills are good asset to learners because, these assist students to attain mastery in areas of specialization and consequent excellent performance, while the opposite constitute constraints to learning and achievement leading to failure. Sorenson said, while outlining the good basic study habits stated that one must study with the primary intention of understanding. This requires one not to be hurry in getting through instead sustained concentration is necessary.⁷ Study habits are mainly external factors that facilitate the study process such as sound study routines that include how often a student engage in studying sessions, review the material, self-evaluate, rehears explaining the material, and studying in a conducive environment.⁸

For example, Today's English Language Teachers use different techniques like You tube videos, Face book postings, Mobile apps, Movie-clippings, advertisements etc. These ways of learning makes the learners to be very attentive and motivated during the class. E-learning has also changed the perspective of distance learning. The modernization of technology makes the students to be equally interactive like someone present physically.

Dealing with those situation, the teacher have to know about their study habits in English language learning, especially the using of gadget. Moreover, gadget indirectly build the study habits of students in English language learning. This study habit is very important because when it has been built, students will get used to learning language easily.

Considering the issue above, the researcher tried to identify the use of gadget in students' study habit in English language learning at eleven grade students at SMA An-Najiyah Surabaya. In the preliminary research, some of the students' study habit is using their gadget especially mobile phone / smartphone when they are learning Language. Some students feel that when they do this habit, it can help them when they are learning in the school. In addition, based on the preliminary, some of the

⁷ Bajwal, Naeemullah. *A Comparative Study of the Study Habit of the Students From Formal and Non-Formal Systems of Education in Pakistan*. h. 175

⁸ Cernal, A. Miguel. (2015) *Influence of Study Habits on Academic Performance of International College Students in Shanghai*. h. 42

students who usually using gadget in their habit get good score in the class. Some of the students said that their study habit in using gadget can help them understand the English learning in their school. It can became the effect of their study habit.

B. Research Question

According to the previous research description, the researcher wants to analyze the use of gadget on students' study habit in English language learning at SMA An-Najiyah Surabaya in academic years 2017-2018, the problems could be formulated as following:

1. How does the students use gadget in learning English?
2. Does gadget affect the students' study habits at eleventh grade of SMA An-Najiyah Surabaya?

C. Objectives of the Research

According to the previous research description, the researcher wants to describe the case study that occur in students' learning process about study habit of students in SMA An-Najiyah Surabaya in conditions of:

1. To identify the use of gadget in students' study habits in English language learning at eleventh grade of SMA An-Najiyah Surabaya.
2. To analyze the effect the study habits of students at eleventh grade of SMA An-Najiyah Surabaya in English language learning using gadget.

D. Significance of Research

The researcher's purpose is fulfil this research for reaching the benefits by showing the students' study habit that using gadget by senior high school students in SMA An-Najiyah Surabaya in academic years 2017-2018. By completing this research, the researcher hopes the result can be adapted by the students from other school that using gadget in their learning habit. The result of this research can make students more enthusiastic when they are learning English language and have good effect by using gadget and students who want to improve their study habit using gadget. It will provide valuable information about the effect of gadget on students study habit in language learning. In addition, the result can change the

students' mindset that study habit is very important because when it has been built, students will get used to learning English language easily. Therefore, this research does not only have benefit for students in SMA An-Najiyah Surabaya, but also this research have advantages for the teacher to know the material about English language learning that it can be applied in the gadget, so the students will learning English joyfully and interesting. If they can learn joyfully, they will feel excited and also it can motivating them when they are learning English in the school.

E. Scope and Limit of the Study

Based on the observation, the researcher focuses on the use of gadget on students' study habit in English language learning because this phenomenon is feasible for the researcher and it will be very helpful for the teacher and students in teaching and learning process. The researcher finds the uses of gadget in students' study habit at eleventh grade students' at SMA An-Najiyah Surabaya. The researcher have reason for the use of gadget on students' study habit. According to Paul Otellini, teenagers nowadays live in a rapidly changing and overwhelming digital world. They have not known a time without Google searches, smartphone directions, text messages, hashtags, streamed music, and social media of all kinds. Technology that was unthinkable a generation ago is at their constant command.⁹ The time that usually the spent to using gadget is after they back to home. Because it is their free and relax time to refresh their mind by using the gadget. Here includes of some applications on mobile device such as Instagram, Line and You-Tube. And the skill that learnt by the students especially in vocabulary. By knowing the use of gadget on students' study habit, the teacher can provide materials that having connection with the study habit of student. So the students can learning the material easily and can be more enthusiastic.

⁹ Otellini, P. (2012). "Teachers as World-Makers in the Digital Age" (2015). *Master of Education Program Theses*. Paper 95.

F. Key terms

1. Gadget

Gadget is the thing that almost vital in every people lives as a person could always carry such a mobile device everywhere throughout his life. Gadget is a small device or machine with a particular purpose. Portable devices which confer mobility to the users through mobile technology which may include a combination of hardware, software, operating system and networking.¹⁰ Here includes of some application on mobile device such as Instagram, Line and You-tube that will definitely improve the proficiency of language learning and teaching.

2. Study Habit

Habit is a second nature; it is routine of a person what he or she does in every condition¹¹. It cannot be changed; it may be good or bad. It does not get affected by the changing of place or schedules. A habit is something that is done on a scheduled, regular, planned basis and that is not relegated to a second place or optional place in student's life especially in English language learning. Rita O' Donoghue states, "There are nine dimensions to construct good study habits of students: motivation, goal setting, and time management, organizing the resources, the environment, and the students itself for effective study, improving the reading and note-making ability and preparing for examinations."¹²

3. English Language Learning

A foreign language is a language studied in an environment where it is not the primary vehicle for daily

¹⁰ Gala, Jigisha (2009). "*Handbook of Research in Mobile Business, Second Edition: Technical, Methodological and Social Perspectives*". Page 6

¹¹ Khurshid, Fauzia. (2012). *Relationship between Study Habits and Academic Achievement among Hostel Living and Day Scholars' University Students*, h. 34

¹² Ritha O' Donoghue, MPhil, M.A. (edu). "Study Skills: Managing your Learning", National University of Ireland: Galway, 2005-2006 www.merriam-webster.com/dictionary/invitation accessed May 4, 2018.

interaction and where input in that language is restricted.¹³ In this research, students will learn about English in their habit when using gadget and will apply when they are learning in the school. The researcher wants to know the effect of their habit on gadget on their school especially in English learning. It will have good effect or there is no effect between the using of the gadget.

4. The Effect

The definition of an effect is the result, impact or influence that occurs (whether negative or positive) from an action taken by one or a group of people who carry out a particular activity. In our daily lives, the word impact is a word that is commonly used in the wider community and is almost familiar at all levels of age. The use of the word impact is usually accompanied by the final impact delivered in the sentence and the community at large generally uses it with the following groupings:

1. Positive Effects.

This is a result of good / beneficial influence obtained from various things or events that occur.

2. Negative effects

In this case the effect or effect resulting from the word impact is detrimental and tends to worsen the situation.

¹³ Rebecca L. (2003) "*Language Learning Styles and Strategies: An Overview*". Learning Styles & Strategies/Oxford, GALA

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Gadget for English Language

We are living in a world where technology is becoming more and more important every day. The word E-Learning has become the most significant word among the students, teachers and in every educational environment. E-mails, instant messaging, blogs and wikis have transformed the way we communicate and share information with each other. This also allows learners and teachers to gather knowledge and information. It involves some form of interactivity, which may include online interaction between the learner and their teacher. The new technologies like Skype, You tube, twitter, blogs, mobile phone apps will definitely improve the proficiency of language learning and teaching.¹⁴ Many devices have become popular across generations, with a majority now owning cell phones, laptops and desktop computers for a variety of functions, including internet, email, music, games, and video. In terms of generations, Millennials, meanwhile, a majority use their phones also for going online, sending email, playing games, listening to music, and recording videos.¹⁵ Therefore, the researcher concludes that gadget is usually used by the students.

An analysis of the meta analyses of computers in schools indicates that computers are used effectively (a) when there is a diversity of teaching strategies; (b) when there is a pre-training in the use of computers as a teaching and learning tools; (c) when there are multiple opportunities for learning (e.g. deliberative practice, increasing time on task); (d) when a

¹⁴ Priyadharshini, T. Kalpana. (2016). *Enhancing Language Learning Through Modern Gadgets*, h. 75

¹⁵ Zickuhr, Kathryn. (2011). *Generations and Their Gadgets*, h. 2

*student, not teacher, is in "control" of learning; (e) when peer learning is optimized; and (f) when feedback is optimized.*¹⁶

Dehmle asserts that children today are growing up in an interconnected, networked world. The youth have unprecedented access to modern technologies and use them in expected and unexpected ways. Teens all over the world are growing up in a world in which the Internet, cellphones, text messaging, television and video games, and other technologies dominate their communication and are an integral part of everyday life. Children are immersed in a world abounding with information.¹⁷ Honey et al go further to say young people are taking advantage of the new powerful technology. Three quarters of online teens use instant messaging, representing close to 16 million youth. Of these 16 million, 78% say they use instant messaging to talk about homework, tests or schoolwork.¹⁸ Subrahmanyam et al posits that cognitive researchers suggest that for example, playing computer games can be an important building block in enhancing children's ability to read and visualize images.¹⁹

According to Yelland, learning with technology needs more than making learning activities digital, it is also about creating 'contexts for authentic learning that use new technologies in integrated and meaningful ways to enhance the production of knowledge and the communication and

¹⁶ Hattie J. *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. NY: Routledge; 2013.

¹⁷ Dehmle, K.M., (2009) *Adolescent Technology Usage, Sleep, Attention and Academics*

¹⁸ Honey, M, Culp, K.M., & Spiehogel, R. (2005). *Critical Issue: Using Technology to Improve Student Achievement*. New York: North Central Regional Educational Laboratory.

¹⁹ Subrahmanyam, K., Kraut, R.E., Greenfield, P.M and Gross, F. (2000) *The Impact of Home Computer use on children's activities and Development*. Available on <http://www.futureofchildren.org> Accessed 22/07/13.

dissemination of ideas'.²⁰ Social network sites, online games, video-sharing sites and gadgets, such as iPods and mobile phones are now fixtures of youth culture.²¹

Gadget is the globally applicable Area-Disaggregated General Ecosystem Toolbox. Gadget is a powerful and flexible framework that has been developed to model complicated statistical marine ecosystems within a fisheries management and biological context, and can take many features of the ecosystem into account. Gadget allows the user to include a number of features of the ecosystem into the model: One or more species, each of which may be split into multiple components; multiple areas with migration between areas; predation between and within species; growth; maturation; reproduction and recruitment; multiple commercial and survey fleets taking catches from the populations. Gadget works by running an internal forward projection model based on many parameters describing the ecosystem, and then comparing the output from this model to observed measurements to get a likelihood score. The model ecosystem parameters can then be adjusted, and the model re-run, until an optimum is found, which corresponds to the model with the lowest likelihood score.

2. Study Habit

Habit is a second nature; it is routine of a person what he or she does in every condition. It cannot be changed; it may be good or bad. It does not get affected by the changing of place or schedules. A habit is something that is done on a scheduled, regular, planned basis and that is not relegated to a second place or optional place in one's life. It is simply done, no reservations, no excuses, and no expectations. A study habit is; buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Without it, one does not grow and becomes self-limiting in life. Study habits tell a person that how

²⁰ Yelland N. *Changing worlds and new curricula in the knowledge era*. Educational Media International. 2006; 43, 121–131.

²¹ UNICEF (2011) *The States of the World's Children*. Available at:<http://www.unicef.org>. Accessed 22/07/13.

much he will learn and how far he wants to go, and how much he wants to earn. These all could be decided with the help of one's study habits, throughout the life. The importance of study habits in student's life is that it plays a major role in their academic achievement, because without studies no one can be succeeded. For studying, students should use different techniques because with these techniques they can ensure good outcomes. As everybody knows that every student has different study habits. Some students can study in a crowded place but some want a silent environment for studies. Although it is good to study in a peaceful environment but some time students cannot get that environment. In this manner student should have to adjust themselves in that environment like, in hostels some students study in silence but some do not. If they have good study habits, they can adjust easily in the hostel. Some students do not have the ability to cope up with the non-suitable environment. Due to this reason, some students lose their positions. Effective study habits help students to achieve good results.²²

A study habit is the habit of students that they have arranged with respect to their learning.²³ Study habit was a process that an individual gets suitable input to improve his knowledge.²⁴ In addition, study habits is the students' way of study whether the study organizes systematic, efficient or inefficient during their learning process to achieve their goals.²⁵ Other research explained that study habit is a model of behavior adopted by students in the chase of their studies which hand out

²² Khurshid, Fauzia. (2012). *Relationship between Study Habits and Academic Achievement among Hostel Living and Day Scholars' University Students*, h. 34

²³ Sandeep Kumar, et al "Study Habits of Tenth Grade Students in Relation to Their Academic Achievements", Indian Journal of Research, Vol. 2 (12), 2013, 58

²⁴ Dr. Suresh Chand, "Study Habits of Secondary School Students in Relation to Type of School and Type of Family", International Journal of Social Science & Interdisciplinary Research, Vol. 2 No. 7, Summer 2013, Pp. 90

²⁵ Good, incited in Mustafa Ghulam, "Study Behavior, Study Habits, Achievement Motivation of University Students and Study Advisory Service", Literacy Information and Computer Education Journal, Vol. 4 (1), 2013, 910.

as the machine of learning.²⁶ Therefore, the researcher concludes that study habit is a process which students' ability can arrange their learning style as their own behavior to reach their academy success. Better for us to know the effective study habit and the elements of study habits explanation. These aspects are chosen because they include straight relation to students for reaching their success in organizing their study habits.

a. Effective Study Habits

Ogbodo states, "Effective study habits are condition in which the students study habitually to reach the maximum success of their academic in their school work".²⁷ John M. Grohol said, "There are ten steps toward effective study habits for students that have been modified to be nine steps of effective study habits:

- a. The positive / right mindset of the students towards study
- b. Place of study where students can concentrate on learning
- c. The availability of the things you need for the class
- d. A standard outline format and rewrite your notes from it
- e. Using memory games for remembering pieces information using a simple association of common words
- f. Practice for testing yourself
- g. Organizing the regular schedule study time
- h. Keep balance in studying
- i. Try to know what expectations are for the class of various teachers and professors.

Rita O' Donoghue states, "There are nine dimensions to construct good study habits of students: motivation, goal setting, and time management,

²⁶ Marie Jean N, Mendezabal. "Study habits and Attitudes: the Road to Academic Success", International Journal of Applied Research and Studies, Vol. 2 (4), 2013, Pp. 4

²⁷ Ogbodo R.O. (2010) *Effective study habits in educational sector: Counselling implications*. Edo Journal of Counselling. 3(2). 229-239.

organizing the resources, the environment, and the students itself for effective study, improving the reading and note-making ability and preparing for examinations.²⁸

b. Components of Study Habit

1. Motivation

In education, motivation has an important role in students' success, especially in learning foreign language. When asked about the factors which influence individual levels of success in any activity such as language learning, most people would certainly mention motivation among them.²⁹ Motivation is something important for the students or learner to study because when learner doesn't have motivation to study so they will not feel enjoyable and always bored when they are studying. According to John and William said that the best of teaching process is when students have good motivation.³⁰ Many people said that, the first to get something, we should pump up our motivation. Strong motivation is the first most important step on the road to success. By actively developing good study skills and learning strategies you will keep your motivation high and achieve your goals much more easily and more efficiently. Motivation is the activation of goal-oriented behavior. Motivation may be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the cause

²⁸ Ritha O' Donoghue, MPhil, M.A. (edu). "Study Skills: Managing your Learning", National University of Ireland: Galway, 2005-2006 www.merriam-webster.com/dictionary/invitation accessed May 4, 2018.

²⁹ Ufrieri in Al Tamimi and Shuib, "A study of Petroleum Engineering Undergraduates At Hadhramout University Of Sciences And Technology", (GEMA Online Journal), (attitude...pkukmweb.ukm.my~ppblGemapp%2029_55.pdf, accessed on May 10, 2018)

³⁰ Brown, H. Douglas. 1941. *Principles of language learning and teaching*. San Fransisco State University: Pearson longman.

for animal behavior as well. It is easy in second language learning to claim that learner will be successful with the proper motivation.³¹

2. Goal Setting

Success is not just about hard work - it is also about your attitude to your studies and your belief in your ability to succeed. Of course, there is effort involved, but the effort is not quite as difficult when you believe you can achieve your goals. Believing in yourself is the first step in maintaining your commitment and effort.

Thinking positively increases your confidence, makes studying easier, and increase your chances of success. Believe in yourself, and your ability to achieve your goals. No-one is forcing you to work. You are working to achieve your goals. Develop and sustain a positive attitude.

³¹ H. Douglas Brown, op.cit., p.160

3. Students Time Management

There are 7 days (168 hours) in a week. Essentials like sleep, work, exercise, free time, quality time with others, family and domestic commitments, travel, and household chores all have to be allocated times slots in your calendar. You cannot leave the ordinary world and devote yourself entirely to studying, however appealing this prospect might seem as yet more and more dust settles. There are times when you should perhaps put studying on hold, for the very simple reason that it might be counter-productive to try and do all things at all times. For example, do not study if you are tired; instead peel the spuds or polish the car.

4. Reading and note taking

Reading is one of English skill that someone makes meaning of written symbols on a page of paper.³² About the purpose of reading based on this article, there are some kinds of reading: reading for enjoyment or interest, reading for studying purposes, and reading just for decoding signs on page. Based on reading for studying purposes, reading can build someone knowledge about something new that never they know before.³³ Therefore, there are some discussions about benefit for the reader when implementing effective reading:

1. Look for the information directly to the goals
2. Search the information to guess a head
3. Summarized some points by making notes
4. Re-read some difficulties sentence or part
5. Have some questions to search specific information
6. Evaluate new information
7. Check your progress and understanding about your reading

³² Ritha O' Donoghue, MPhil, M.A. (edu). "Study Skills: Managing your Learning", National University of Ireland: Galway, 2005-2006

³³ Anne E. Cunningham and Keith E. Stanovich, "What the Reading does for the mind", *Journal of Direct Instruction*, Vol. 1, No. 2, Summer 2001, 147

Reading can make someone felt boring when they should focus on long written and do not catch the point of information. Therefore, there are some techniques to make your reading effectively that called by SQ3R technique:

1. Skim the written to alert your brain
2. Prepare questions based on your information that you search
3. Re-read and make a note
4. Recall what you have written
5. Review the learned information

Reading can be more useful when students should be able making note in their own word to get the best understanding about the information they seek.

Note taking is one of skill that is important to be learnt for increasing the effectiveness of study habits.³⁴ When you take a note in your study, you will be more focused on your process in learning process. There are some activities that asked students to take a note for getting the idea, such as; reading and listening activity. Students should take their note to get idea from their activity.

5. Organizing the Resources and the Environment

You should take stock of all the resources you have available to help you achieve your goals, and then use them carefully for full effect. Here are some of the more obvious, and maybe not so obvious. This is the best resource you have. Develop it: train it well, work it well, treat it well (rest and good food) and you will soon have a brain that is more efficient than you imagined. The more you use it and exercise it, the more powerful it will get, and the better it will work.

³⁴ Hawton, Victoria. “*Study Habits Evaluation and Instruction Kit*”, New Zealand for Educational Research : New Zealand, 1980, 22

6. The Students for Effective Study

It is useful to examine your learning preferences, and to see how you can change your learning methods and styles to improve your learning capabilities.

You can watch, how others learn, and as importantly, how they succeed, and what methods they use. You can train yourself in any of the techniques that make them successful. Efficient learners use a variety of methods at different times to achieve their goals. Use every technique that makes your learning easier for you to understand and remember.

7. Improving the reading and note-making ability

Everywhere you go you are presented with images that require you to make sense of them. You “read” these stimuli, even though you might not be aware of it, or indeed you might not really consider it reading. For example, when you make sense of pictures, advertisements (visual and/or written), directions or traffic signs, you are in effect “reading” their message.

In a more specific sense, however, reading is an active process where you make meaning of written symbols on a page (or computer screen). All readers do this. Even young children (emergent readers) will try to make sense of words they don’t actually know, for example they will read “home” for house because they understand the context.

8. Preparing for Examinations

Strategic Planning: Approach your revision in an organized systematic way. You will cover more ground, and you will feel you are making progress. You will feel more in control, especially if you are able to tick off topics that you have covered as you work through them. This in turn increases your confidence and encourages you to keep working, and so helps you keep your motivation and effort high.

3. English Language Learning

Language learning is a process. Brown, states that learning is acquiring or getting of knowledge of a subject or skill by study,

experiences, or instruction.³⁵ According to this definition, knowledge or skill about language use can be gained by the learners' through the study in the classroom or through experiences in his life. During the process of learning, there are changes of learners' behavior. They will get the knowledge or skill that they have not had before as the result of learning. Kimbley and Garmezy, as quoted by Brown, states that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.³⁶

Language Network for Quality Assurance argue that language learning is broadly defined as developing the ability to communicate in the second / foreign language. Learning a second language necessarily involves comparison with the learner's first language, but the latter is generally perceived as causing 'interference' in the learning of additional one(s). This approach is seen now to offer an insufficient explanation of the complexity of language learning.

The role of language in learning cannot be over-emphasized. Language is the prime resource teachers have and use for mediating learning. When learning languages, then, teachers and students are working with language simultaneously as an object of study and as a medium for learning. Theories of second language learning provide insights on aspects of second language learning, there is no comprehensive or 'complete' theory that can guide the practices of teaching and learning.³⁷ A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted.³⁸ Language Network for Quality Assurance argue that language learning is broadly defined as developing the ability to communicate in the second / foreign language.

³⁵ Brown, J. D. *Understanding Research in Second Language Learning* (Cambridge: CUP, 1998)

³⁶ Ibid. p.153

³⁷ Scarino, Angela and Liddicoat, Anthony J. "*Teaching and Learning Language: A Guide*", Departement of Education, Employment and Workplace Relation, Pp 32

³⁸ Rebecca L. (2003) "*Language Learning Styles and Strategies: An Overview*". Learning Styles & Strategies/Oxford, GALA

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B. Review of Previous Study

In this part, I will review some previous studies related to my research. The first study was conducted by Royana Damayanti entitled "Study Habits of Female Students in Islamic Boarding School to Reach Their English Academic Achievement". This study aimed to know the students study habit of eight grade students at Islamic boarding school of MP Progressive Bumi Sholawat Sidoarjo. The population was the eighth grade students of SMP Bumi Sholawat Sidoarjo.

The second study is conducted by Sandeep Kumar and Ms. Asha Sohi entitled "Study Habits of Tenth Grade Students in Relation to Their Academic Achievements". This study aimed to compare the study habits, the academic achievement of male and female students of tenth grade, to study the relationship between study habits and academic achievement of tenth grade students of rural area, to study the relationship between study habits and academic achievement of tenth grade students of urban area and to compare the relationship between study habits and academic achievement of tenth grade students of rural and urban area.

³⁹ Scarino, Angela and Liddicoat, Anthony J. "*Teaching and Learning Language: A Guide*", Departement of Education, Employment and Workplace Relation, Pp 32

The third study is conducted by Vanita entitled “Study Habits of the Secondary and Higher Secondary School Students”. Observed that even a good student who has the potentiality to achieve better may not be able to achieve as per expectations without good study habits. The general purpose of the study was to measure study habits of the secondary and higher secondary school students of Amrawathi district of Maharashtra State. The sample of 160 male and female students was selected randomly. Study habits inventory developed by Palsane and Sharma was used as a tool for data collection. The study concluded that students from Secondary School have more favorable study habits than Higher Secondary school students. The study also revealed that there is a positive relationship between study habits and academic achievement of secondary and higher secondary school students.⁴⁰

The fourth study is conducted by Directorate-General for Internal Policies entitled Innovative Schools: “Teaching and Learning in the Digital Era”. The aim of this paper is to provide a review on how we currently understand the role of schools and education in the digital era. This topic is not easy to tackle and there is no current research that can objectively tell what would be the most beneficial way to move forwards. The problem goes far beyond technology. Current research literature indicates that moving from an individualistic knowledge acquisition culture towards a collaborative knowledge creation culture of learning.

The fifth study is conducted by John Seely Brown entitled “Learning in the Digital Age”. This study shows a set of dimensional shifts that describe kids in the digital age. The dimensions are presented in turn, but they actually fold in on each other, creating a complex set of intertwined cognitive skills.

The sixth study is conducted by Bagongon and Edpalinanad entitled, “*Research Proposal on the Effect of Study Habits on the Academic Performance of Freshmen Education Students in Xavier University*” revealed the effect of study habits on the academic

⁴⁰ Vanita, N.K. (2011). *Study Habits of the Secondary and Higher Secondary School Students*. *Edutracks*, 10(10).

performance of students. The study reveals that no single factor can be definitely pointed out as predicting grades. It has been an inter play of so many factors – gender, I.Q., Study habits, age, year level, parents’ educational attainment, Social status, Number of siblings, birth order etc. The findings revealed that study habit is influenced by time management, learning skills and study skills and there by a positive relationship exists between study habit and academic performance.⁴¹

However, there are some similarities between the writer’s study and the previous studies. All of the studies conducted the same study in students’ study habit in the form of descriptive qualitative research.

Yet, there are some differences between the writer’s study and the previous studies. They are different in subject and the research problem. The previous studies were conducted to identify the students’ study habit in learning English in using gadget, while the writer conducted her study to identify some of the students’. So the writer focused her study to describe the students’ study habit in learning English using gadget.

However the finding of previous studies can be used as a guidance for the writer’s study, so that she can use it to make perfect the next study that she done and use it as reference for her research.

⁴¹ Bagongon, C.K. and Edpalinanad, C.R. (2009). *Research Proposal on the Effect of Study Habits on the Academic Performance of Freshmen Education Students in Xavier University, CaGayan Deoro City.*

CHAPTER III

RESEARCH METHOD

This chapter focuses on the procedures for fulfil the problem of research. The analysis consists of approach and research design, the subject of the study, research location, data and source of data, data collection technique, instrument of the study and the data analysis technique. There is more explanation about the methodology for this research detailed in:

A. Approach and Research Design

Each research must be planned, it requires a research design. Research design is a plan concerning the way how to collect and analyze the data which are suitable with the purpose of research.⁴²

From the research question in the previous chapter, this study is intended to show the use of gadget in students' study habits in English language learning. This study uses descriptive qualitative study, because the researcher uses words, sentences or application to represent the data that are going to be analyzed to make general conclusion.

The design of this research uses qualitative approach while the purpose of this research is to recognize the detailed description of phenomenon that happen only in the small group being observed in ordinary contexts.⁴³

The research design employed in the study belongs to a qualitative methodology. This study is designed to obtain information concerning a particular issue and describe it. Descriptive research is to represent a board range of activities that have in common the purpose of describing situation or phenomena. According to the Sudarwan said that descriptive is very important to use qualitative approach.

B. The Subject of the Study

This study would be conducted at SMA An-Najiyah Surabaya, which was located on Pondok Pesantren Sidosermo, Jl. Sidosermo

⁴² Prof. Dr. S. Nasution, Metode Researc, (Jakarta: Bumi Aksara, 2006), 23

⁴³ Qualitative Research Methods: *A Data Collector's Field Guide*, 1-2

IV/7 Surabaya. This school was located in the middle of housing, so it is very strategic and easy to reach. Moreover, this school was near with the researcher residence. Therefore, it made the researcher easy to conduct this research. In addition, the researcher expects to be able to give contribution to the development of English ability in that school.

The subject of the study were the 11th grade, in academic year 2017-2018. The researcher focused on XI Science in implementing this study. There were 30 students in the class but the researcher just focused on 4 students.

SMA An-Najiyah is the school that was applied the using of gadget in the learning. So, the researcher wants to know the use and the effect of the students on it.

C. Research Location

This research takes the place of research in the SMA An-Najiyah Surabaya it's located on Jl. Sidosermo IV/7 Surabaya. Based on the area, this school is in rural area which provides the good location for students' concentration to study effectively.⁴⁴

SMA An-Najiyah is a school with Islamic background. Its location is surrounding of many Islamic boarding house. Some of the students who school in the SMA An-Najiyah stay in the Islamic boarding house, and the other is stay with their parents (in near school area). Interestingly, the students in the school have a habituation to reciting Surah in the Juz 30 in the holly Qur'an. But they reciting randomly every day. They reciting it in the speaker so all of the students and the teacher there can follow the Surah.

D. Data and Source of Data

Typically data is divided into two types, it is called quantitative if it is numerical form and qualitative if it involves words rather than uses numerical form. In this research the writer uses a qualitative since it uses more words or text.⁴⁵ Based on this research entitled,

⁴⁴ Sandeep Kumar, et al "Study Habits of Tenth Grade Students in Relation to Their Academic Achievements", Indian Journal of Research, Vol. 2 (12), 2013, 58

⁴⁵ William M. K. Trochim, *The Research Method Knowledge Base*, (Itacha, N. Y.: Cornell Custom Publishing, 1999), 11.

The Use of Gadget on Students' Study habit in English Language Learning at Eleventh Grade of SMA An-Najiyah Academic Years 2017-2018. The types of data that discussed in this research is primary data.

The data of qualitative descriptive study is collected from result of interview guidance. It is collect from the students of SMA An-Najiyah at the eleventh grade. The researcher collect the data from result of interview.

The primary source of data in this research is the eleventh grade students of SMA An-Najiyah in academic year 2017-2018. The reason about choosing this sample, the researcher want to show the eighth grade students' quality that has applied study habit in English language learning during two years to study at SMA An-Najiyah. In addition, the data that is collected and analyzed from sample of research can extend the accurate data for educational field about students' study habit in English language learning.

E. The Data Collection Technique

The researcher conduct the research with the eleventh grade students to answer the problems in this case study. To know the use of gadget in students study habit, these are the detail processes of collecting the data. In order to collect the data, the teacher introduces researcher to the students, then researcher starts to observe. The researcher takes notes about the activities during the teaching learning process.

In qualitative research, data is collected in a form a words, sentences and little of numeral as supported like the students writing activity. The data includes transcript of interview observation, field note, document and the description of situation. The data collection includes: interview.

The data collection techniques here interview. The researcher interview the students about their study habits in English language learning. Interviewing is simply a conversation with a purpose to gather information that the researcher needed. In this research, the researcher needs to interview deeply the students to identify about their study habits in language learning. In this research, the researcher do some following steps to collect the data:

1. The first step, the writer interview the students study habit through interview guideline. The researcher collected the data

- through direct interview using interview guideline. The interview guideline is using to answer the research question 1.
2. The second step, the writer interview the students to know about their study habit in English language learning by using gadget. The students only had to choose the possible answer based on their own opinion / habit.
 3. The third step, the researcher prepare the questions that would be asked to the students based on interview guideline. The purpose of this interview was to find out the students' opinion / habit of using gadget on students' study habit. This step was also to complete the data.

F. The Instrument of The Study

Arikunto states that an instrument of the study is the tool when the researcher uses certain method to get the data⁴⁶. The instruments that applied in this research is interview guide in order to collect the valid data from the field. Those instruments are described as the following:

Interview Guideline

Interviewing is simply a conversation with a purpose to gather information that the researcher needed for their observation.⁴⁷ Interview guideline is used to be boundary in order the question would not to be outside the topic related to research questions. Interviewing, when considered as a method for conducting qualitative research, was a technique used to understand the experiences of others.⁴⁸ In this research, the researcher needs to interview deeply the students to identify about their study habits that using gadget. The main data are gotten from students which the researcher interview them to get the information about their study habit, while another one is a sustaining data.

⁴⁶ Kuncoro, Drajat. *Metode Quantitative* (Yogyakarta: AMP YKPN, 2001)

⁴⁷ Bruce L. Berg. (Eds.), "*Qualitative Research Methods for Social Sciences*", (Allyn and Baron, A Pearson Education Company, 1989), 66.

⁴⁸ Knox, Sarah, et al, "*Qualitative Research Interviews*", Education Faculty Research and Publications, Marquette University e-Publications@Marquette

G. The Data Analysis Technique

Data analysis is a process of gathering, modeling and transforming data with the goal of highlighting useful information, suggesting conclusions and supporting decisions making⁴⁹. Data analysis was used to accumulate and organize all of the collected data according to the procedures. The data analysis technique is to describe the data by classifying one by one based on the topic. The data is concerning with the result of teacher's and students' interview. Then the researcher described the data based on the statements of the problems.

The data are collected by using interview. The result of the data are analyzed descriptively since the research design is case study, qualitative method. In this study the researcher provided kinds of data:

1. The data obtained through interview was analyzed by using descriptive analysis. To prepare the data, the researcher used interview guideline. The interview guideline form was marked based on the situation of the use of gadget in students' study habit in English language learning. Then it was documented and arranged based on the list criteria of material, technical and also students activities that having relation in using gadget.
2. The second data was obtained through the interview. The teacher interview the English teacher as the informant and also documented the result in notes. The researcher used the interview guidelines to prepare the data which was analyzed to get the data about the students' study habit on using gadget. Then, then the data was documented in note based on the questions list. After that, the data result was analyzed descriptively to know the answer of the second and the third questions of the statement problems. The researcher interviewed the English teacher after every classroom meeting to complete the data which could not find out by interview guidelines.

CHAPTER IV

⁴⁹ Knox, Sarah, et al, "*Qualitative Research Interviews*", Education Faculty Research and Publications, Marquette University e-Publications@Marquette

RESEARCH FINDING & DISCUSSION

This chapter presents the collected data from the result of students' study habit of using gadget in English language learning at SMA An-Najiyah Surabaya. The result of the use and the effect of gadget on students' study habit are explained in research findings and analyzed in discussion part.

A. Finding

The researcher does the research and obtain the complete data from all the research instruments include interview. To gain the objectives of the research, the researcher has been analyzed the data systematically and accurately. The data is analyzed in order to draw conclusion about the objective of the study. The researcher describe the findings in this chapter. In this part, there are the result of interview analysis about the use of gadget on students study habit in English language learning at eleventh grade students of SMA An-Najiyah and the effect of study habit in learning English. Here, the researcher provides the information about students' habit in their daily activity to learn English at school. There are some habits that are implemented in some students in eleventh grade of SMA An-Najiyah Surabaya. Some students have different habits one from the other. For the list of interview data to answer the questions in research problem. The researcher interview 4 students deeply. The further information is explained in discussion:

1. The use of gadget on students study habit of eleventh grade

For the list of interview data to answer the first question in research problem, please see (Appendix 1 & Appendix 2). It was the answer from the respondents specifically about how the students use gadget in learning English. The category of the questions included the gadget that they used, kind of application that they use, how did they operate the application, why did they choose the application to learning English, did they think that their study habit in using gadget were appropriate for help them in learning English, what the motivation of some students when they use the gadget in helping them learn English, what is the goal setting when they use the gadget in study habit in learning English, how about their time management. From the interview guideline,

there are 8 questions, but the related question for research question 1 are number 1 until number 6.

Question 1: Do you use gadget on your daily activity?

Question 2: What kind of gadget that you use?

The Student 1 said yes. He usually use gadget on his daily activity. The gadget that usually used is smartphone. He thinks that smartphone is easy to bring and flexible. So whenever he wants to open the application, he can open his smartphone easily.

The Student 2 feel the same thing. She also choose smartphone as her gadget to use in her daily activity. She think that smartphone is flexible. Because it is cheaper than using textbook. And it can connect to internet.

The Student 3 said that he is usually using gadget on his daily activity. He choose smartphone as his gadget. He thinks that gadget is up to date learning.

The Student 4 said that she is using gadget. She use it as alternative to textbook. Because nowadays smartphone can easily access the material in learning.

Question 3: What application that usually you use / open?

The Student 1 said that he usually open YouTube apps to watch video. He usually watch the video about music lyric. There are music and the lyric there. So it can make him easier to know about the word and the pronunciation that the singer said. He likes to do this because, from YouTube, he can adding new vocabulary. So it can make him easier to learning English at school when the teacher explain in the class.

The Student 2 has different habit too. She said that usually she open Instagram apps. From the Instagram, she can improve her vocabulary from the caption that she read in every picture or video. In her Instagram, she usually follow artist, actor, singer or inspiring people from Barat. So, when they are updating their new post with picture and the caption, she usually trying to translate the caption if she found the difficult

words or unfamiliar words. From here, she can upgrading the new vocabulary.

The Student 3 said that he usually use YouTube apps to improving his listening skills. He usually open YouTube and watch short movie. He often watch the movie with English language and he use the Indonesian translate to make him easier understand the meaning of the words. But, in this time, he just sometimes to use the Indonesian translate to translate the word because he trying to translate the meaning by himself.

The Student 4 said that Instagram and YouTube can help her learning English well. The habit is nearly same with the first and the second students. But she more prefer to use Instagram because it more enjoying and funny. From this apps, she can adding the new vocabulary. It can make her easier when she learning English at school. She said that when the teacher instruct her to make descriptive text in the class, she can make the text quickly. Because she know many vocabulary from Instagram and YouTube apps

Question 4: How do you use that application?

The Student 1 gave a reason that he usually use You-Tube for watch the video about music lyrics. There are the music, means the pronunciation when the singer song and the lyric there, so it can make him easier to know about the word and the pronunciation that the singer said. He usually do this habit after school. He said that he likes to do this because, form You-Tube he can adding new vocabulary he don't know before. So it can make him easier in learning English at school when the teacher say or mention the new vocabulary that he don't know before. He say this is the easy way how to adding the new vocabulary every day. And when he don't know the meaning of the lyrics of the song, he usually use google translate to help him in giving the meaning of each word of the lyrics.

The Student 2 She said that usually open Instagram application on her gadget. From the Instagram, she can improve her vocabulary from the caption that she read in every picture or short video. In her Instagram application, she usually follow artist, actor, and singer, inspiring people or Islamic quotes. So when they updating their new posts with picture or

short video and the caption, she usually trying to translate the caption is she found the difficult words or the unfamiliar words. She usually use google translate to help her translating the meaning of the word. From here, she can upgrading the new vocabulary. She said that this habit can made her easily learning English. Because from here, she can upgrading the new vocabulary.

The Student 3 said that he usually use You-Tube application in their gadget to improving his listening skills. He usually open You-Tube and watch short movie. He often watch the movie with English language and he use the Indonesian translate to make him easier to understand the meaning of the words. But, in this time, he just sometimes use the Indonesian translate to translate the word because he trying to translate the meaning by himself. He felt enjoy. In one side he can watch the movie, in other side, this habit can improve his skill in listening. He can learn about the pronunciation, the new words, and the new vocabulary.

The Student 4 said that Instagram and You-Tube can help her learning English well. The habit is nearly same with the first and the second students. But she prefer to use Instagram because it more enjoying and funny. From this application, she can adding the new vocabulary. It can make her easier when she learning English at school. She said that when the teacher instruct her to make descriptive text in the class or arrange the story, she can made the text quickly. Because she know many vocabulary from Instagram and You-Tube application

Question 5: How often you use that application?

The Student 1 The first student said that he usually open You-Tube when he have free time. His free time is when he back from the school. He thinks that every students have different time management to grow their study habit.

The Student 2 usually open Instagram after praying Maghrib. Actually she usually open Instagram in the free time, but she more often open it after praying Maghrib. She scroll up the post and found many new word in the Instagram.

The Student 3 often watch the movie at 9 PM before him going to sleep to refresh her mind.

The Student 4 said that she usually opened the Instagram to see the post or feed around afternoon after she back from school.

Question 6: How do you use gadget in English learning?

From the result above, the researcher identified the students' study habit using gadget in learning English is a good way.

The Student 1 said that his application that he usually used was good enough because, he didn't directly can adding the new vocabulary by watch the video in a You-Tube.

The Student 2 also said that the application on her gadget that she usually used, like Instagram, is good because from that application she can learn new vocabulary and if she didn't know the meaning, she usually used google translate to help her translate the word.

The Student 3 give the same opinion that the application that he used made his learning new vocabulary easily.

The Student 4 said that the study habit in using gadget especially Instagram application can make her easier when she learning English at school.

2. The effect of gadget on the students' study habits at elevent grade of SMA An-Najiyah Surabaya

Many kinds of data the researcher got through interview about students' study habit in using gadget in learning English. The teacher got information by interviewing the respondents that consisted of four students.

Question 7: What is the benefit of that application?

Success is not just about hard work, it is also about attitude to studies and belief in ability to success. Of course, there is effort involved, but the effort is not quite as difficult when someone believe can achieve the goals. Every students have different goals when they have study habit.

The Student 1 said that there are many interesting video in You-Tube that can give him motivation in learning English. He want to know many vocabulary, so when he want to say something, he know many word to say. Because English language is International language, so he want to know many word.

The Student 2 said that Instagram can make her sharing videos and photo with the English caption with her friends. And it can make her interact with her friends and giving comment each other.

The Student 3 said that he wants to improve the listening skill. Because he know that, when he is in 3rd class, he will often meet listening because it is one of the chapter in National Examination. So he trying hard to treat his listening skill by watch the movie and know about the pronunciation of every word that the actor or the artist say there.

The Student 4 said that this study habit very help her to make assignment such as make descriptive text in writing or when the teacher instruct her to make a story. She can make them quickly. The application help her adding the new vocabulary. So, she is very interested when using Instagram. She can write many words and opinion with various topic.

Question 8: Does gadget effect your study habit in learning English at SMA An-Najiyah?

In education, motivation has an important role in students' success, especially in learning language. In this class, some students have a different motivation when they have study habit in using gadget in learning English.

The Student 1 said his motivation in open You-Tube application and watch the music video is to make him easier to know about the word and the pronunciation and he can adding the new vocabulary that he never heard before.

The Student 2 said his motivation in open Instagram application, she can improve her vocabulary from the caption that she read. After that she can found new vocabulary that she never met before. She said that she usually use google translate to help her translate the meaning.

The Student 3 said that his motivation in use You-Tube application is to improving his listening skills. He hope that he can have good skills in listening by watch short movie in You-Tube.

The Student 4 is same with the second student. She hope she can adding many new vocabulary by using Instagram application. After she often do this, she have benefit. She said that when the teacher instruct her to make descriptive text in the class, she can make the text quickly because she know many vocabulary from Instagram and You-Tube application that she usually used.

From the interview result we knew that some students use You-Tube and Instagram application on their gadget. They said that their study habit in using gadget can make easier and help them in learning English.

The researcher concluded that every students has his own reason or cause by choosing a certain application in their gadget in learning English well.

B. Discussion

After explaining about the result of student habit in using gadget in language learning, in the research finding, the researcher present the discussion of research finding. In the discussion, the researcher explain about the finding of 2 research question that is explained in the chapter I. the first discussion is about the use of gadget in students study habit in language learning at eleventh grade at SMA An-Najiyah. While the second discussion is about the effect of gadget in students study habit in eleventh grade students of SMA An-Najiyah. In this part of discussion, the researcher also make interpretation and reflection among the findings of the research, some theories related and previous studies for each research question.

1. The Use of Gadget on Students Study Habit in Language Learning

Based on the data in research finding, the researcher noticed some student's opinion about the use of gadget on study habit in language learning. The result of interview it can be seen in the appendix 2. There are 6 question related to research question number 1. The category of the questions included the gadget that they used, kind of application that they use, how did they operate the application, why did they choose the application to learning English, did they think that their study habit in

using gadget were appropriate for help them in learning English, what the motivation of some students when they use the gadget in helping them learn English, what is the goal setting when they use the gadget in study habit in learning English, how about their time management.

a. Almost every day, students bring and use gadget. They need it to help them in learning especially in language learning. According to Onwuagboke and Singh Globalization has brought in its wake a lot of changes and innovations in the lives of people.⁵⁰ One of the impact of globalization is increasing the use of gadget. Students should be able to operate it and integrate it in their leaning. That is very useful. There is also a research conducted by Hodson, Sun, and Cheng.⁵¹ The result of the use technology or gadget can improve students' skill in language acquiring.

b. The kind of gadget that students usually use is smartphone. In modern era, smartphone is sophisticated tool. Moreover, Most of students have smartphones with various applications to help them in learning language. It can be attractive activity for students. It can also help students to get information whenever they want. According to Burston, mobile technology has a key role in instructional programs, and in enhancing the language development of second or foreign language learners around the world.⁵² While Salomon and Tekulve and Kelly also said that about successful experience in using mobile phones in their libraries in compare of other social Medias.⁵³ Therefore, students can learn English not only in the classroom, but they can also use their smartphone.

c. The application that students usually use is Instagram and YouTube. Many of students said that those applications are popular and easy to use in language learning. Moreover, there are many advantages

⁵⁰ Onwuagboke, B. B. C., & Singh, T. K. R. (2016). Faculty attitude and use of ICT in instructional delivery in tertiary institutions in a developing nation. *International Journal of Research Studies in Educational Technology*, 5(1), 77-88.

⁵¹ Hodson, J. (2008). *Voices from the language classroom*. Cambridge: Cambridge University Press.

⁵² Burston, J. (2015). Direct measurement of cognitive load in multimedia learning. *Educational Psychologist*, 38(1), 53-61.

⁵³ Salomon, E. (2013). iLearning: The future of higher education? Student perceptions on learning with mobile tablets. *Journal of the Scholarship of Teaching and Learning*, 12(2), 1-26.

that they can get by using Instagram and YouTube. For example, YouTube is one of useful online tools to learn languages for students. Moreover, it can attract the students to watch it. According to Bonk, YouTube is a very attractive social medium that contributes to the global education.⁵⁴ YouTube provide many videos and contain images, music and subtitles that can make students enjoy watching it. When students enjoy learning in You Tube, they will tend to watch it in many times. Then, it can motivate them in learning language.

Another application is Instagram. Instagram also is the useful online tool that can help students to learn language. By using Instagram, students can share some photo and video. Then, they can write the caption, ask other friend to give comment, and share about information. It was an interesting activity. According to Al-Ali found that Instagram was used as a production for a holiday project and two writing activities in ESL classes.⁵⁵ It showed that many feature in Instagram can improve their writing skill.

d. Instagram and Youtube have some features. Instagram has the feature that allows the students to share the photo and video or the students can make story in Instastory. From those features, students can improve their writing skill. According to Ducate and Lomicka, in terms of educational efficacy, more than half of TEFL students are already using Instagram to get improving their language learning process.⁵⁶

Another application is You-tube. It can be useful online tool. You-tube provide many videos that can make students easy to learn English. According to Mackey and Gass, Watching videos and observing them allow the students to analyze language use in greater depth.⁵⁷ Then, students can watch video, listen the music, movie, or English material in You-tube that can make them to improve some skill such as listening and speaking.

⁵⁴ Bonk, J 2009, *The world is open: How web technology is revolutionizing education*. San Francisco: Jossey-Bass. ISBN\# 9780470461303. Elsevier.

⁵⁵ Al-ali, S. (2014). Possible use of instagram as a language mLearning tool. *Issues and Trends in Educational Technology*, 2(2), 1–16.

⁵⁶ Ducate, L., & Lomicka, L. (2013). Going mobile: Language learning with an iPod touch in intermediate French and German classes. *Foreign Language Annals*, 46(3), 445–468. <http://dx.doi.org/10.1111/flan.12043>

⁵⁷ Mackey, A., & Gass, S. (2005). *Second Language Research: Methodology and Design*. Mahwah NJ: Lawrence Erlbaum.

e. Most of students often use Instagram and You-tube in their English learning. Some students usually use the gadget after back to the school. Another time is after praying Maghrib, or before going to sleep and in the afternoon after back to the school. They have some reasons them to use it in that time. They have long time to use it. According to a study by Boster et al, videos can affect educational achievement in a positive way.⁵⁸ So, they have a big opportunity to use it in helping them learn English.

f. By using that application, student can write the caption, describe something, and express the feeling through uploading the picture. They can write many words what they want to write. By doing that activity in Instagram, they can also increase their vocabulary in language learning. Moreover, in Instagram, they can follow or follow back other friend that can allow them to interact with other friend, communicate, give comment each other, even follow many groups that can make them to share information related the material of language learning. According to Terantino, Youtube offers fun and fast access to instruction, culture-based videos, and languages from all over the world.⁵⁹ While using You-tube, the students can watch much video related English material such as music or interesting movie. While using Youtube, students can watch the video that has some subtitle that can help them in learning English. It can improve them in listening and speaking skill.

2. The Effect of Gadget on Students Study Habit in Language Learning

g. There are some benefit in using application such as Instagram and You-tube. For example, when students learn descriptive text in Instagram, they write caption and hashtag in Instagram. By doing that activity, students can increase the vocabulary. According, Professor Acton, researcher who spends years incorporating the bodily intelligence to improve students' pronunciation, uses YouTube to help students to

⁵⁸ Boster, F, Meyer, G, Roberto, A., Inge, C & Strom, R 2006, *Some Effects of Video Streaming on Educational Achievement I*, This project was supported by a contract from United Learning Corporation, now Discovery Education. Communication Education, 55(1), pp.46--62.

⁵⁹ Terantino, J. (2011). *YouTube for foreign languages: You have to see this video. Language Learning & Technology*, 15(1), 10-16.

improve their pronunciation in their preparation. Therefore, they can improve their pronunciation, vocabulary, grammar, and listening.

h. Instagram and You-tube give some effect for students. It can motivate them to learn English. It can also give different atmosphere in learning environment. According to Rostami, Akbari, and Ghanizadeh, one of the most important aspects of using technology in the classroom is that students are free from anxiety and there is no peer pressure which inhibits them from language learning easily.⁶⁰ Students feel comfortable and happy when they learn through online tool. Moreover, it can give much information about the material in language learning. The relevant material in video can increase them to learn language.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter mainly presents the conclusion and the suggestion of this thesis. The analysis in the previous chapter are concluded and finally the researcher will attempt to suggest some important matter concerning to the discussion of this thesis. These suggestions are considered to be important for everyone, especially teacher or other researcher who are going to conduct the research in the same field. This chapter presents conclusion of this research and suggestion in detail as the result of the research study. This chapter consist of two points, the first points is conclusion and the second point is suggestion.

A. Conclusion

Based on the research findings and discussion to answer the statement of problems that have been described in chapter I, the researcher concludes several points as follows:

1. There are some study habits in using gadget applied by some eleventh grade students in SMA An-Najiyah especially in English learning. The study habits can be concluded such as watching video in You-Tube, listening some song in music lyric,

⁶⁰ Rostami, S., Akbari, O., & Ghanizadeh, A. (2015). The effect of smart school programs on EFL reading comprehension in an academic context. *International Journal of Research Studies in Educational Technology*, 4(1), 13-21.

<http://dx.doi.org/10.5861/ijrset.2014.936>

uploading picture and making some caption in Instagram, giving comment to their friends' post, and adding some vocabulary by reading the caption in someone post.

2. There are some effect from the using of gadget on the students' study habit, they can learn and adding some vocabulary when they watch some video, or music lyric in the You-Tube, they learn about pronunciation of word that they heard when they are playing the video, they can make story, or descriptive text, or recount text when the teacher giving instruction to them in the class, they can prepared they listening skill for their National Examination, because there will be listening section in the test.

B. Suggestion

There are many suggestions for the teacher and other researchers. For the teacher, teacher are suggested to use application in gadget to help the students learning English. This is Digital Era, so many students use gadget in their daily activity. To make the gadget have more benefits for the students, the teacher can design the English learning more enjoy using gadget.

After conducting the research about study habit in SMA An-Najiyah Surabaya, the researcher suggest some important things, as follows:

1. Teacher

The teacher should use another strategy especially method in teaching. Based on the result of this research, the teachers can be used the gadget as an alternative way to teach English language because when the students taught by this method they showed the high score improvement. The method such as using You-Tube to learn about the pronunciation of the word. The teacher can instruct the students to listening song then they write down the word that they heard in the You-Tube. The teacher can check the ability of every students from this task. And Instagram application can also improving the student ability. The teacher can using the application to upload a photo and the teacher give the instruction to the students to make a sentences or opinion or suggestion about the photo that the teacher uploaded. And also the teacher can show them a short movie, then they have to conclude the moral value from the

movie that they watch. They will feel enthusiasm when they do the task that the teacher given. The teacher should give task or assignments to the students, because the more often the students use their gadget in their daily activity, it also more understand and more interesting for the students.

2. For the next researcher

For researcher in similar field of study, it is suggested to investigate other language skills, such as reading, listening or speaking. It will serve a resource materials for others who wants to carry out research in related field. It also suggested to be researched in other kinds of application that the students can use, such as Line, Facebook or Wattpad etc. Such as in Line, the next researcher can using Line application to make a group then invite the students to join the group, the teacher send a photo or picture to be describe by the students, or giving a song that the students can describing the meaning or the conclusion. The topic is ever to discuss in English Education Department about study habits in learning process. Knowing the important of students in organizing their habits, the researcher hopes that the next researchers, the study habits of language learning using gadget. Therefore, there will be rich knowledge about study habit.

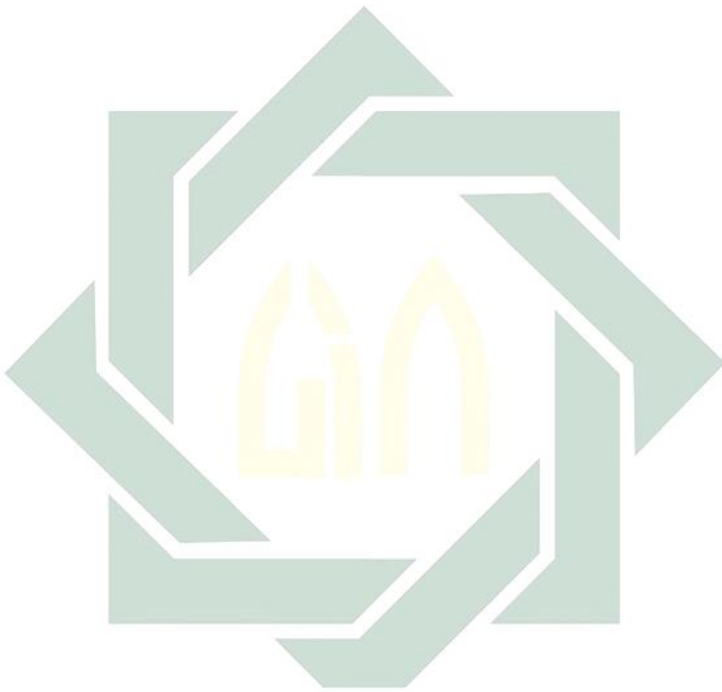
3. For the students of SMA An-Najiyah Surabaya

Based on the research, the researcher found that some of students has been implemented that effective study habit. Therefore, the researcher hopes that students with the effective study habit can effect or motivate to other students in implementing study habits.

4. For the readers

The main goal of writer conducts this thesis is to give information for readers about how students' study habit on using gadgets on English Language Learning. Based on the best of researcher's knowledge, arranging good study habit is not an easy thing; therefore the researcher hopes that this information is useful for the readers and it can improve their knowledge about this topic. Moreover, in the future the readers can take a part in developing much information about the benefit of gadget

in the learning process. So the students not feel bored with the learning in the class.



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